



Belton Elementary

202 Watkins Street
Belton, SC 29627

Grades	3-5 Elementary School	
Enrollment	472 Students	
Principal	Adrienne Davenport	864-338-7738
Superintendent	Mr. Thomas T. Chapman	864-369-7364
Board Chair	Mrs. Brenda Cooley	864-369-7364

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Good	Below Average
2007	Good	Below Average
2006	Good	Below Average
2005	Good	Below Average
2004	Good	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

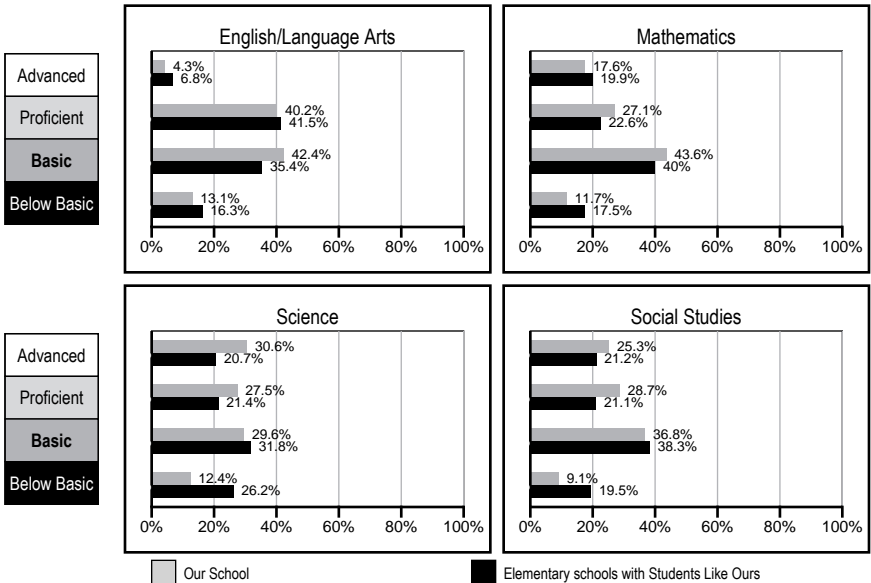
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	22	55	5	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=472)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.6%	Down from 2.4%	2.1%	2.3%
Attendance rate	97.0%	Down from 97.2%	96.4%	96.3%
Eligible for gifted and talented	11.6%	Down from 12.8%	12.5%	10.4%
With disabilities other than speech	9.5%	Down from 12.4%	7.6%	7.5%
Older than usual for grade	0.8%	Down from 3.1%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=26)				
Teachers with advanced degrees	34.6%	Down from 37.0%	56.0%	56.7%
Continuing contract teachers	76.9%	Down from 88.9%	77.7%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	84.4%	Down from 91.9%	88.0%	86.4%
Teacher attendance rate	94.9%	Down from 97.6%	95.0%	94.9%
Average teacher salary	\$43,086	Up 1.6%	\$45,339	\$45,345
Professional development days/teacher	22.9 days	Down from 26.0 days	12.1 days	12.6 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	20.5 to 1	Down from 22.5 to 1	19.2 to 1	18.5 to 1
Prime instructional time	89.5%	Down from 93.1%	90.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.6%	Down from 99.1%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$5,783	Down 6.9%	\$6,441	\$7,052
Percent of expenditures for instruction*	76.8%	Up from 72.8%	70.0%	69.1%
Percent of expenditures for teacher salaries*	66.3%	Up from 64.7%	65.5%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

Belton Elementary School is committed to providing a climate where all students can achieve and experience success. Our mission, through collaborative efforts with the home and community, is to encourage students to believe in themselves, excel in performance, and to succeed in life. Our students continue to achieve academically. Once again our students scored well above the state average on the 2007 PACT in all subjects and in all grades. While we did not achieve AYP as defined by NCLB, our students made remarkable gains in all subjects. We are proud of their achievements. We will continue to focus on academic achievement, parental involvement, and teacher quality as outlined in our strategic and Title I plans.

We have a lot to celebrate at BES! We were recognized by the National Youth Organization for being a National School of Caring by participating in the "Souper Bowl" this year. We collected over 2000 food items that were dispersed to a local charity. In addition, we were recognized by State Farm for our service learning efforts for the Loggerhead Read-A-Thon from the previous school year. Our students continued to learn to be good citizens through participation in community projects such as Relay for Life and Pennies for Patients. All of our staff is highly qualified with one teacher achieving National Board Certification this past year. Our third grade students were able to take an educational field trip to Columbia in part through a grant funded by the Webb Craft Foundation. Our first ever Title I Parental Involvement Curriculum Nights were huge successes. Our programs focused on Math/Science, Technology and Literacy. In an effort to increase physical activity, we implemented a morning walking program called Panda Pacers. Students logged in hundreds of hours of walking during the year. To foster literacy efforts, we implemented a Morning Reading Program, Panda Book Club, a Poet-Tree to display student writing, and we started a monthly author study. We also began recognizing students throughout the year during our Quarterly Awards programs. We also acknowledged students who demonstrated outstanding character and citizenship on our Wall of Character and quarterly with a Panda Pride award.

Our students were recognized at the Anderson Regional Science Fair held at Clemson University where they received silver awards, and one student received a perfect award. In addition, BES was fortunate to have award-winning author Lester Laminack visit for the promotion of reading and writing. We continue to have strong participation in our Accelerated Reader program with record breaking achievements from our students and staff during this past school year.

In preparation for the upcoming school year, we will continue to focus on student performance. Attention will be placed on reaching even higher levels of student achievement. Specific efforts will include staff training in differentiated instruction, instructional technology, and literacy. We reach out to our community as we partner to continue our successes. We thank everyone who made this past year wonderful, and we look forward to greater achievements in the future.

Adrienne Davenport, Principal
Roy Alewine, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	137	98
Percent satisfied with learning environment	96.6%	83.8%	84.0%
Percent satisfied with social and physical environment	96.4%	88.2%	84.4%
Percent satisfied with school-home relations	96.6%	92.6%	76.0%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress

YES

This school met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.0%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	470	100	13.1	42.4	40.2	4.3	60.9	54.5	48.2	Yes	Yes
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Gender

Male	234	100	15	44.5	37.7	2.7	56.8	49.3	41.7	N/A	N/A
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Female	236	100	11.2	40.4	42.6	5.8	65	59.8	55	N/A	N/A
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Racial/Ethnic Group

White	349	100	10.2	39.2	45.5	5.1	66.6	58.8	60	Yes	Yes
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African American	103	100	22.9	51	24	2.1	40.6	35.1	31.7	Yes	Yes
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Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
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Hispanic	14	100	8.3	66.7	25	0	66.7	63.2	38.4	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
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Disability Status

Disabled	79	100	31	42.3	26.8	0	38	24.8	16	Yes	Yes
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
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English Proficiency

Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	75	36.9	I/S	I/S
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Socio-Economic Status

Subsided meals	236	100	18.7	50.9	29.4	0.9	47.7	42.8	34	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	470	100	11.7	43.6	27.1	17.6	61.9	55.5	45.8	Yes	Yes
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Gender

Male	234	100	12.7	40.9	28.2	18.2	61.8	56	45.6	N/A	N/A
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Female	236	100	10.8	46.2	26	17	61.9	54.9	45.9	N/A	N/A
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Racial/Ethnic Group

White	349	100	9.6	42.2	28.3	19.9	65.7	58.9	59	Yes	Yes
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African American	103	100	19.8	51	19.8	9.4	45.8	38.5	26.9	Yes	Yes
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Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
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Hispanic	14	100	0	33.3	50	16.7	83.3	73.7	38.1	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
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Disability Status

Disabled	79	100	25.4	45.1	22.5	7	45.1	29.8	17.1	Yes	Yes
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
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English Proficiency

Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	83.3	38.7	I/S	I/S
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Socio-Economic Status

Subsided meals	236	100	18.7	50.5	22.4	8.4	50.9	45.1	31.4	Yes	Yes
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* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	310	100	12.4	29.6	27.5	30.6	58.1	50.2	35.7	97	96.2
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Gender

Male	152	100	12.1	32.9	20.7	34.3	55	52.3	37.4	96.9	96.1
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Female	158	100	12.6	26.5	33.8	27.2	60.9	48.1	33.8	97	96.2
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Racial/Ethnic Group

White	229	100	9.2	26.6	28.4	35.8	64.2	55.1	49.2	96.8	96
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African American	68	100	23.8	42.9	22.2	11.1	33.3	28.2	17	97.6	96.8
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Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	98.3	97.3
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Hispanic	11	100	11.1	11.1	44.4	33.3	77.8	61.5	24.9	96.9	96.7
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	95
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Disability Status

Disabled	55	100	26.5	34.7	22.4	16.3	38.8	26.1	14	96.1	95.6
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
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English Proficiency

Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	97.2	97.4
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Socio-Economic Status

Subsided meals	157	100	20.4	31	33.8	14.8	48.6	39.1	21.1	96.5	95.5
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Social Studies

All Students	313	100	9.1	36.8	28.7	25.3	54.1	44.8	34	97	96.2
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Gender

Male	153	100	8.3	35.9	25.5	30.3	55.9	49	36.6	96.9	96.1
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Female	160	100	9.9	37.7	31.8	20.5	52.3	40.7	31.3	97	96.2
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Racial/Ethnic Group

White	231	100	5.9	35.3	30.3	28.5	58.8	48.3	44.5	96.8	96
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African American	69	100	20.3	39.1	23.4	17.2	40.6	30.7	19.1	97.6	96.8
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Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	98.3	97.3
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Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	26.7	27.5	96.9	96.7
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	95
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Disability Status

Disabled	51	100	15.6	40	28.9	15.6	44.4	24.2	14.4	96.1	95.6
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
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English Proficiency

Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.3	97.2	97.4
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Socio-Economic Status

Subsided meals	153	100	14.3	42.9	29.3	13.6	42.9	37.7	21	96.5	95.5
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* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A—Not Applicable

N/AV—Not Available

N/C—Not Collected

N/R—Not Reported

I/S—Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	151	100	8.8	35.4	50.3	5.4	55.8
	4	152	100	13.9	38.2	44.4	3.5	47.9
	5	153	100	26.4	43.1	29.9	0.7	30.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	174	100	5.6	37.7	50.6	6.2	56.8
	4	153	100	13.9	45.1	38.2	2.8	41
	5	143	100	21.2	45.3	29.9	3.6	33.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	151	100	10.9	55.8	19.7	13.6	33.3
	4	152	100	9.7	35.4	27.8	27.1	54.9
	5	153	100	16	36.8	25.7	21.5	47.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	174	100	13.6	47.5	21	17.9	38.9
	4	153	100	10.4	43.8	29.9	16	45.8
	5	143	100	10.9	38.7	31.4	19	50.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	76	100	16.7	37.5	23.6	22.2	45.8
	4	152	100	12.5	34.7	23.6	29.2	52.8
	5	77	100	26.4	23.6	13.9	36.1	50
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	87	100	5	25	38.8	31.3	70
	4	153	100	11.8	31.3	27.8	29.2	56.9
	5	70	100	22.4	31.3	13.4	32.8	46.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	75	100	1.3	36	29.3	33.3	62.7
	4	152	100	9.7	41	35.4	13.9	49.3
	5	76	98.7	31	40.8	12.7	15.5	28.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	87	100	4.9	30.5	35.4	29.3	64.6
	4	153	100	8.3	39.6	29.2	22.9	52.1
	5	73	100	15.7	38.6	20	25.7	45.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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